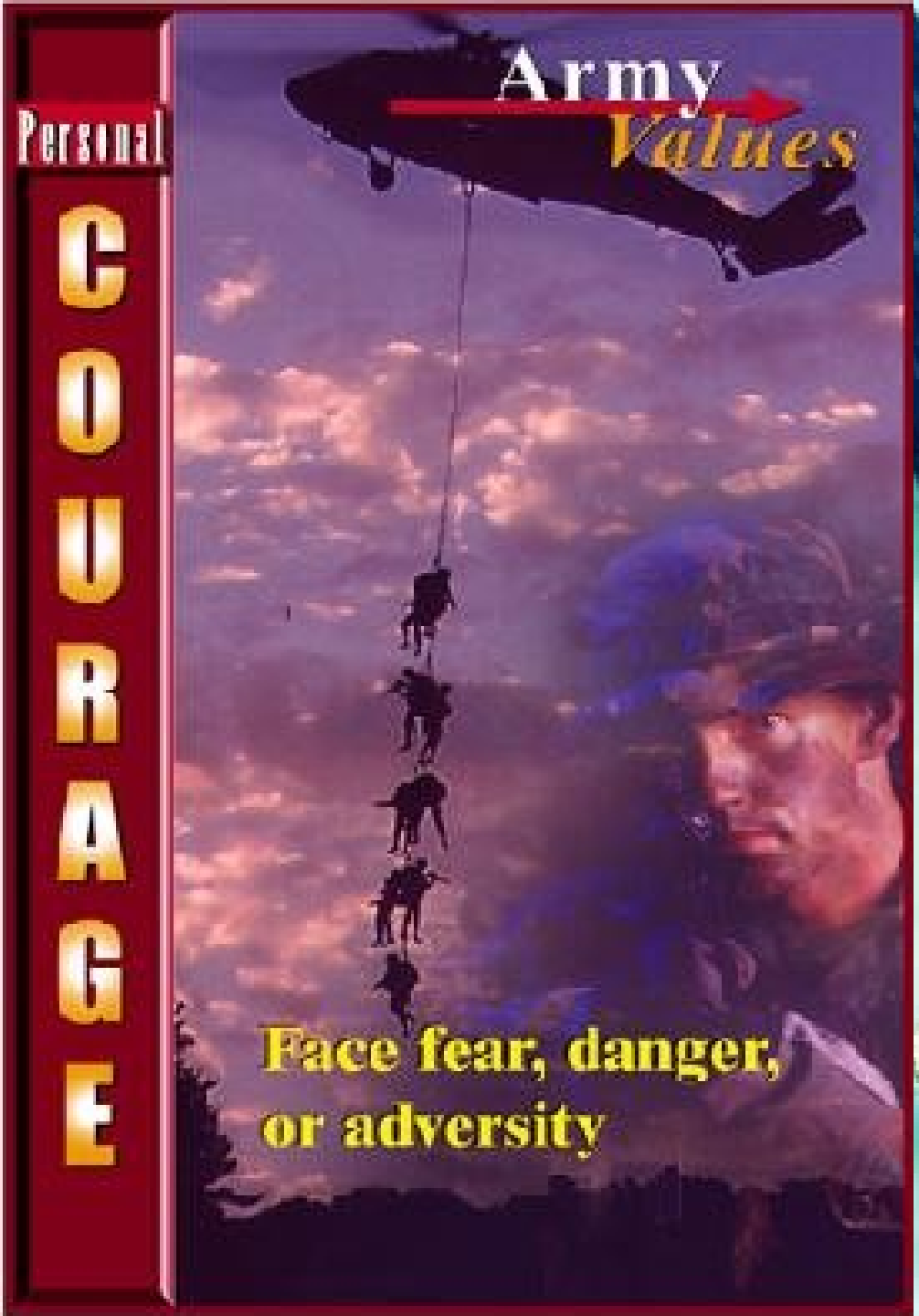
Army
Values
Personal
COURAGE
Face fear, danger,
or adversity

Mission Analysis and Needs Assessment: Empowering the Linguists

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Purpose

To identify the major steps and considerations for evaluating and refining the Unit's Command Language Program.

Outline

- Program Evaluation
- Mission Analysis
- Needs Assessment
  - DLI
  - Brown (1995)
    - *Learner Variables*
  - Graves (2000)
- Small-Group Discussion
- Summary
- Recommendations
- Conclusion

Mission Analysis

1) Analyze the Higher Headquarters' Order
2) Conduct Initial Intelligence Preparation of the Battlefield (IPB)
3) Determine Specified, Implied, and Essential Tasks
4) Review Available Assets
5) Determine Constraints
6) Identify Critical Facts and Assumptions
7) Conduct Risk Assessment
8) Determine Initial Commander's Critical Information Requirements
9) Determine the Initial Reconnaissance Annex
10) Plan Use of Available Time

Goals of MA

1) Understanding of the mission
2) Understanding of the mission environment, key aspects that need more attention, and major obstacles (adversaries)
3) A taxonomy of tasks
4) Understanding of what tools are available for the mission
5) Understanding of what can and cannot be influenced
6) An understanding of what is fact and what must be assumed to continue the decision making process
7) An understanding of the inherent risks
8) An understanding of what the leader must know

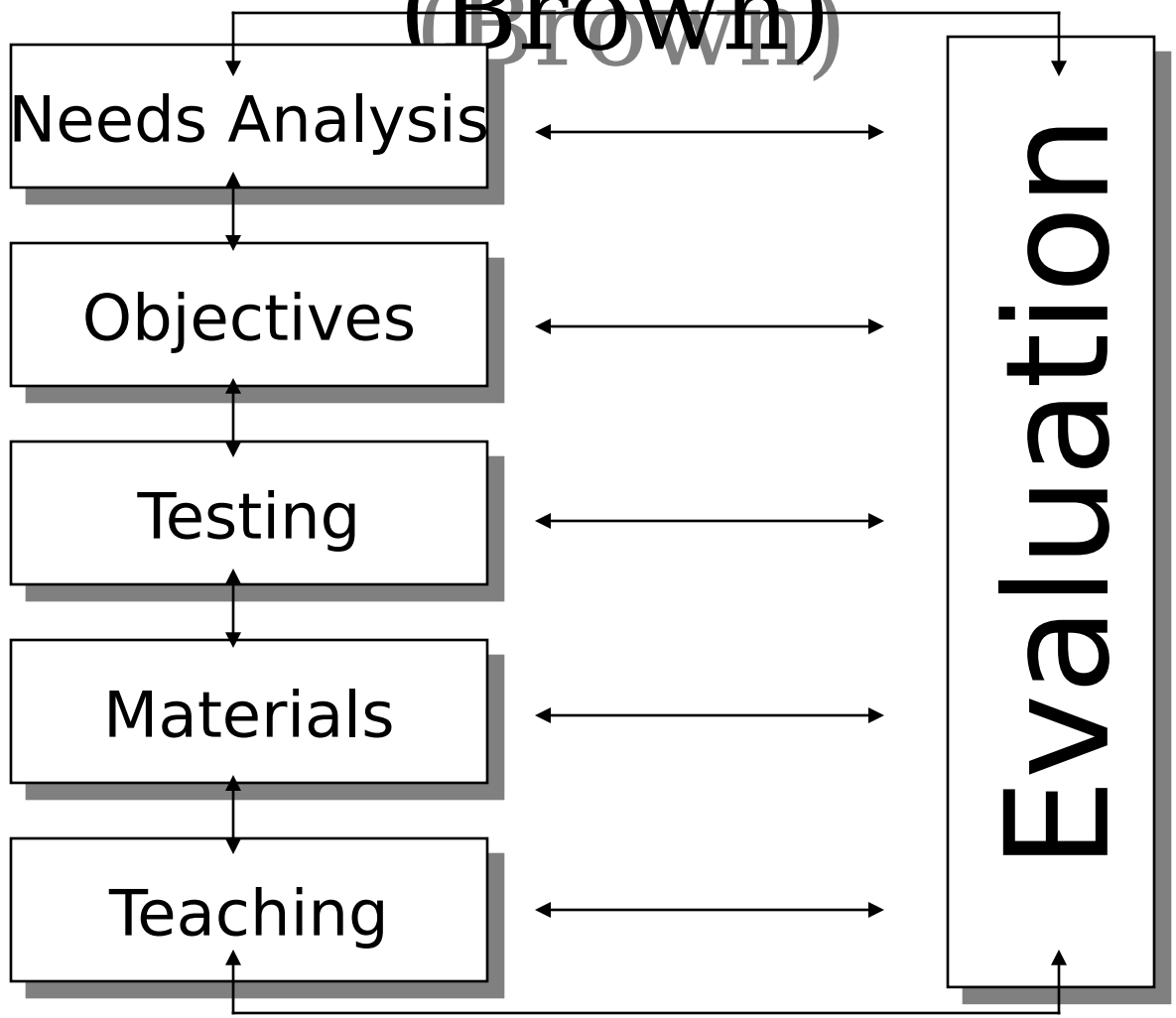
Products of MA

- The Mission Statement
  - 5 Ws
  - Concept of Operations (in brief)
- The Commander's Intent
  - Contains what key tasks must be performed by the force
  - Conditions that must be met
  - Endstate needed to achieve the stated purpose of the operation
- The Commander's Guidance (for the staff)
  - Specific guidance on COAs to consider and priority
  - Instructions regarding CCIR, Recon, Risk, Deception, Fire support, Mobility and counter-mobility, security measures, timeline, and type of rehearsal to conduct
- Issue 2d Warning Order

Needs Assessment (DLI)

- Understand the needs of the unit mission and mission evolution.
- Consider the Resources (time, references, facilities)
- Understand the constraints that affect language training
- Consider the training programs that already exist.
  - Review or prepare as necessary a detailed set of operational specifications for the intended linguistic performance out comes of the instructions
- Instructional program: understand the curriculum and the teaching approach (define the role of the learner).
  - Teaching: Plan and implement the instruction so as to maximize the likelihood that the students will attain the objectives
- Evaluate the instructional effectiveness
  - Develop and administer end-of-training evaluation instruments that will accurately indicate the extent to which the instructional objectives of the training have been met.

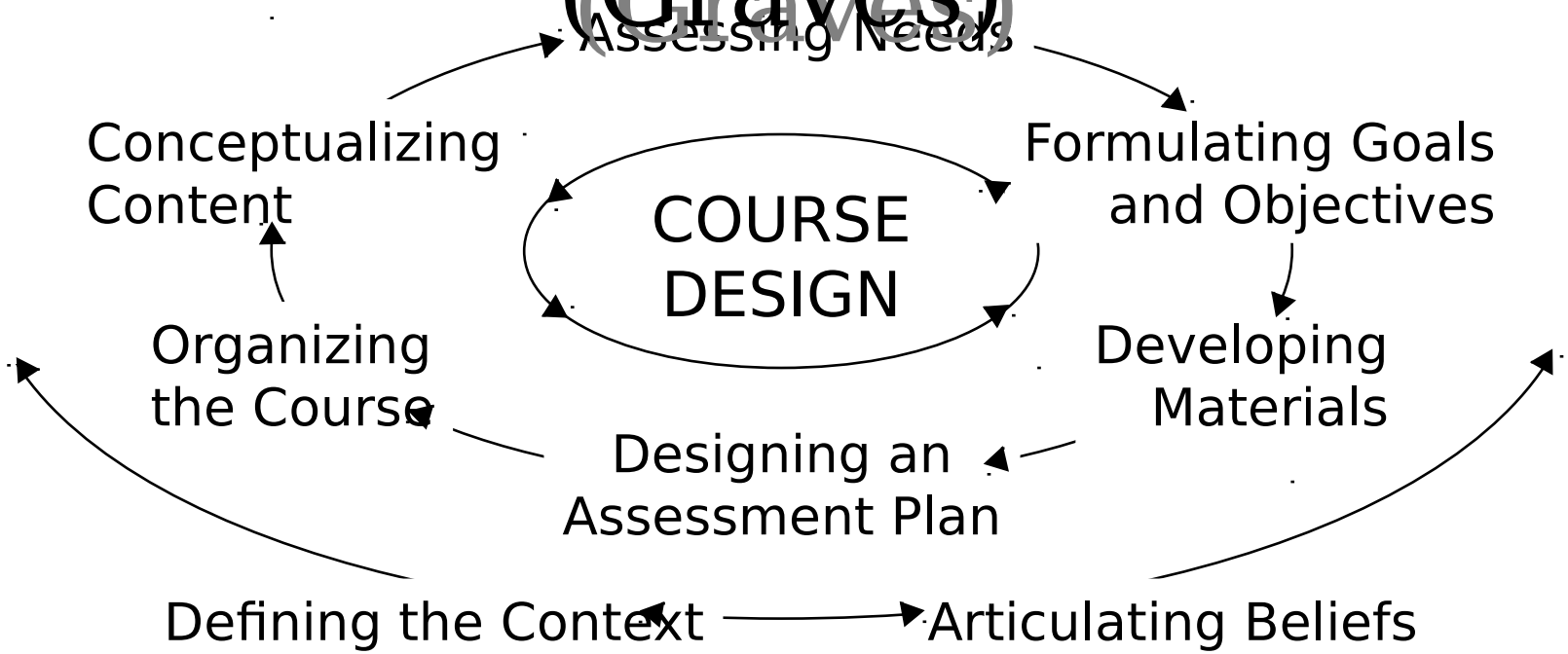
Needs Assessment (Brown)



Needs Assessment (Brown)

- **Needs Analysis**: A systematic collection and analysis of all relevant information within the context of the institution.
- **Objectives**: (Specific) Precise statements about what content or skills the students must master to attain a goal (Broad)
- **Tests**: Instruments used for a variety of purposes (i.e. placement, proficiency, diagnostic, and achievement.
- **Materials**: Resources that support the curriculum goals, regardless of whether they are developed, adopted, or adapted.
- **Teaching**: Allowing the teachers more freedom in the classroom to teach as they feel appropriate.
- **Evaluation**: The systematic collection and analysis of all relevant information to promote the improvement of the curriculum and assess its effectiveness.

Needs Assessment (Graves)



- No hierarchy in the process
- No sequence in their accomplishment

Needs Assessment (Graves)

- **Defining the Context**: Accounting for resources and constraints: people, setting, institution, resources, time.
- **Articulating Beliefs**: About language, social context of language, learning/learners, and teaching.
- **Conceptualizing content**: More concrete views of language, learning/learners, and social context.
- **Formulating goals and objectives**: Filter the goals down to the essential, then tie in specific objectives.
- **Assessing Needs**: A systematic and ongoing process of gathering information about students' needs and preferences.
- **Organizing the course**: Determining how to organize, identify units within the course based on the organization principles.
- **Developing materials**: Based upon learners/learning, language, social context, activities, and type of material resources.
- **Designing an assessment plan**: Used to assess needs, students' learning, and evaluating the course.

Three Pillars of a CLP

- Command-level involvement and support for the CLP
- Detailed and valid instructional objectives
- Development and execution of a quality instructional program

Small Group

- Divide into groups of 2-4.
- Select a portion of the “Program Evaluation”.
- Review the questions and write down 2-3 issues or questions that impact the question as it relates to the discussion this afternoon. (Some of my thoughts are provided following the checklist)
- Identify what aspect of program evaluation the issue deals with, what the optimal situation would be regarding the issue, and what a unit’s CLP can do to become more like the optimal situation.
- Share with the other group the issues you identified and your justification.

Summary

- Needs assessment is necessary and is a continuous cycle.
- The military does needs assessments every day, those skills need to be focused and used with reviewing the Unit's CLP.
- A thorough needs assessment will better tailor the language learning task to the mission and the linguist.
- Linguist empowerment is a function of the efficiency of the CLP.

Recommendations

- Schedule a thorough needs assessment in the long-range calendar.
- Dedicate the resources to effectively execute the assessment (personnel, and material).
- Document the results of the assessment.
- Leverage the experts for assistance.
  - DLI
  - Academic community
  - In-unit expertise

Conclusion

"The time always comes in battle when the decisions of statesmen and of generals can no longer effect the issue and when it is not within the power of our national wealth to change the balance decisively. Victory is never achieved prior to that point; it can be won only after the battle has been delivered into the hands of men who move in imminent danger of death."

– Brigadier General S.L.A. Marshall, as quoted in FMFM 1-0, p. 83